

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Biddeford Intermediate School

District: Biddeford School Department

Code: 1016-1910



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Biddeford Intermediate School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1910

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

CUMULATIVE																										
School													District						State							
Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		
N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%			
READING			164	4	2	96	59	50	30	14	9	642	164	2	59	30	9	642	13,416	12	59	21	8	646		
MATH			164	25	15	82	50	22	13	35	21	641	164	15	50	13	21	641	13,427	20	44	18	19	643		
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Biddeford Intermediate School
District: Biddeford School Department
State: Maine
Code: 1016-1910

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

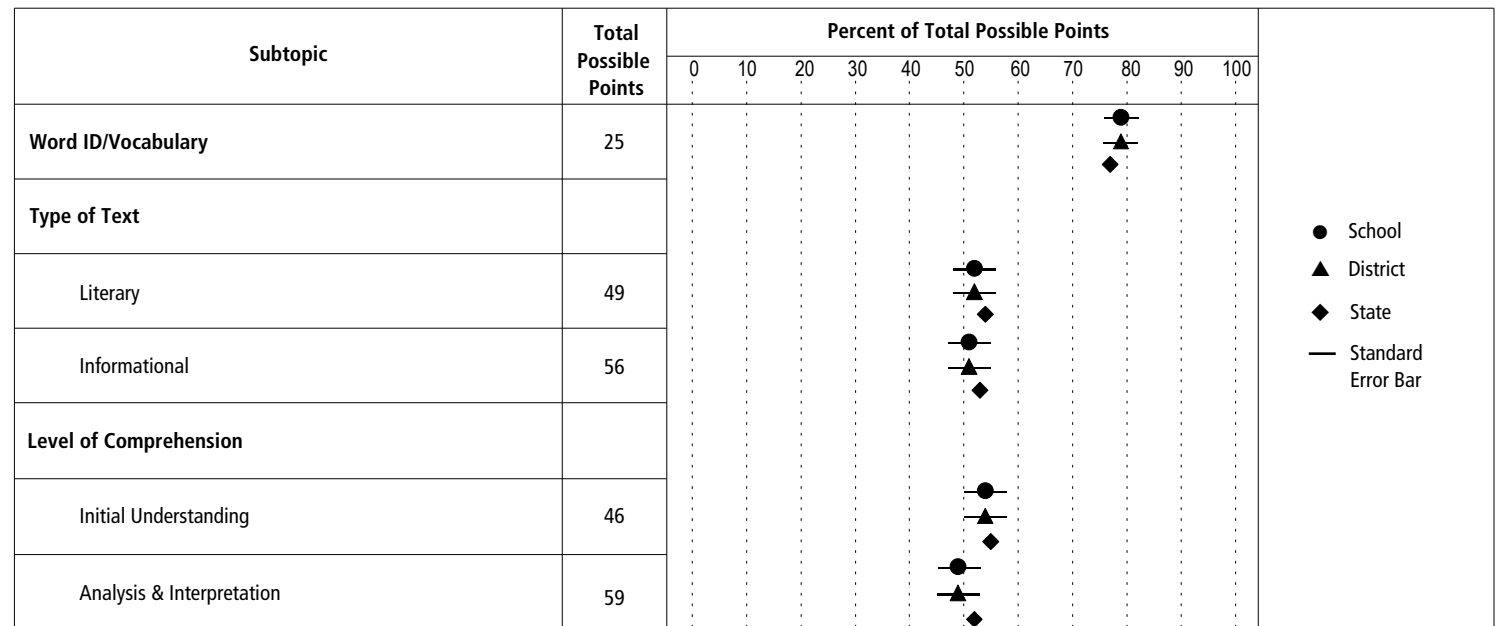
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				181	10	6	101	56	54	30	16	9	642
2011-12				186	12	6	103	55	56	30	15	8	643
2012-13				164	4	2	96	59	50	30	14	9	642
Cumulative Total				531	26	5	300	56	160	30	45	8	642
District													
2010-11				181	10	6	101	56	54	30	16	9	642
2011-12				187	12	6	103	55	56	30	16	9	643
2012-13				164	4	2	96	59	50	30	14	9	642
Cumulative Total				532	26	5	300	56	160	30	46	9	642
State													
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
2012-13				13,416	1,611	12	7,920	59	2,822	21	1,063	8	646
Cumulative Total				40,569	5,831	14	23,226	57	8,352	21	3,160	8	646





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Biddeford Intermediate School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1910

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				164	4	2	96	59	50	30	14	9	642	164	2	59	30	9	642	13,416	12	59	21	8	646
Gender																									
Male				92	0	0	51	55	33	36	8	9	640	92	0	55	36	9	640	6,929	7	58	25	10	644
Female				72	4	6	45	63	17	24	6	8	645	72	6	63	24	8	645	6,487	17	60	17	6	648
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										4						240	8	57	26	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						116	2	53	33	13	640
Asian				7										7						239	16	55	20	8	647
Black or African American				1										1						378	3	38	33	26	637
Native Hawaiian or Pacific Islander				0										0						13	23	46	23	8	648
White				144	4	3	84	58	45	31	11	8	643	144	3	58	31	8	643	12,234	12	60	20	7	646
Two or more races				8										8						196	12	52	25	11	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										5						399	2	32	37	29	634
Former LEP student - monitoring year 1				0										0						38	11	71	16	3	649
Former LEP student - monitoring year 2				0										0						23	22	70	9	0	653
All Other Students				159	4	3	93	58	49	31	13	8	643	159	3	58	31	8	643	12,956	12	60	21	7	646
IEP																									
Students with an IEP				30	0	0	8	27	13	43	9	30	632	30	0	27	43	30	632	2,173	1	25	42	32	633
All Other Students				134	4	3	88	66	37	28	5	4	645	134	3	66	28	4	645	11,243	14	66	17	3	648
SES																									
Economically Disadvantaged Students				98	1	1	55	56	30	31	12	12	640	98	1	56	31	12	640	6,556	6	53	28	12	642
All Other Students				66	3	5	41	62	20	30	2	3	645	66	5	62	30	3	645	6,860	18	65	14	4	649
Migrant																									
Migrant Students				0										0						5					
All Other Students				164	4	2	96	59	50	30	14	9	642	164	2	59	30	9	642	13,411	12	59	21	8	646
Title I																									
Students Receiving Title I Services				34	0	0	14	41	16	47	4	12	638	34	0	41	47	12	638	3,311	6	51	31	12	642
All Other Students				130	4	3	82	63	34	26	10	8	644	130	3	63	26	8	644	10,105	14	62	18	7	647
504 Plan																									
Students with a 504 Plan				8										8						377	5	60	28	8	643
All Other Students				156	4	3	91	58	48	31	13	8	643	156	3	58	31	8	643	13,039	12	59	21	8	646

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Biddeford Intermediate School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1910

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

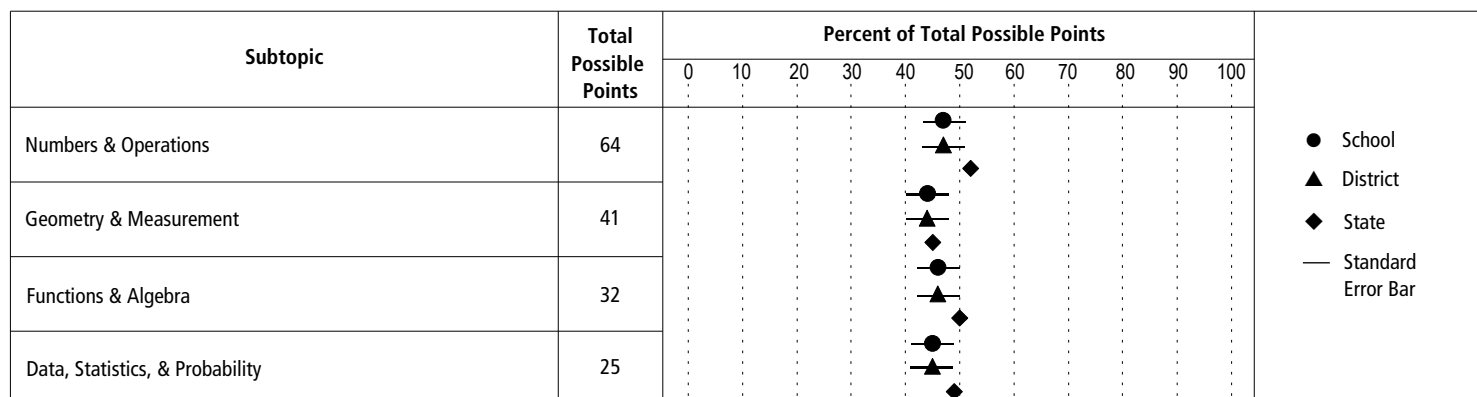
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				182	17	9	71	39	53	29	41	23	639
2011-12				186	30	16	69	37	47	25	40	22	641
2012-13				164	25	15	82	50	22	13	35	21	641
Cumulative Total				532	72	14	222	42	122	23	116	22	640
District													
2010-11				182	17	9	71	39	53	29	41	23	639
2011-12				187	30	16	69	37	47	25	41	22	641
2012-13				164	25	15	82	50	22	13	35	21	641
Cumulative Total				533	72	14	222	42	122	23	117	22	640
State													
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
2012-13				13,427	2,656	20	5,923	44	2,362	18	2,486	19	643
Cumulative Total				40,632	8,460	21	17,511	43	7,317	18	7,344	18	643





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: Biddeford Intermediate School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1910

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				164	25	15	82	50	22	13	35	21	641	164	15	50	13	21	641	13,427	20	44	18	19	643
Gender																									
Male				92	12	13	44	48	14	15	22	24	641	92	13	48	15	24	641	6,937	20	43	18	19	643
Female				72	13	18	38	53	8	11	13	18	642	72	18	53	11	18	642	6,490	19	45	18	18	643
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										4						242	11	42	19	28	639
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						116	11	41	19	29	639
Asian				7										7						242	28	40	15	17	645
Black or African American				1										1						386	4	25	24	47	632
Native Hawaiian or Pacific Islander				0										0						13	46	31	0	23	646
White				144	20	14	74	51	20	14	30	21	641	144	14	51	14	21	641	12,232	20	45	17	17	643
Two or more races				8										8						196	17	42	17	24	641
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										5						415	5	23	22	50	631
Former LEP student - monitoring year 1				0										0						38	24	58	13	5	647
Former LEP student - monitoring year 2				0										0						23	48	43	0	9	651
All Other Students				159	24	15	80	50	21	13	34	21	641	159	15	50	13	21	641	12,951	20	45	17	18	643
IEP																									
Students with an IEP				30	1	3	3	10	8	27	18	60	628	30	3	10	27	60	628	2,171	3	18	22	58	630
All Other Students				134	24	18	79	59	14	10	17	13	644	134	18	59	10	13	644	11,256	23	49	17	11	645
SES																									
Economically Disadvantaged Students				98	10	10	46	47	13	13	29	30	639	98	10	47	13	30	639	6,568	11	40	22	28	639
All Other Students				66	15	23	36	55	9	14	6	9	645	66	23	55	14	9	645	6,859	29	48	14	10	647
Migrant																									
Migrant Students				0										0						5					
All Other Students				164	25	15	82	50	22	13	35	21	641	164	15	50	13	21	641	13,422	20	44	18	19	643
Title I																									
Students Receiving Title I Services				34	0	0	10	29	8	24	16	47	634	34	0	29	24	47	634	3,319	9	38	25	29	638
All Other Students				130	25	19	72	55	14	11	19	15	643	130	19	55	11	15	643	10,108	23	46	15	15	644
504 Plan																									
Students with a 504 Plan				8										8						377	13	45	25	17	641
All Other Students				156	25	16	77	49	21	13	33	21	642	156	16	49	13	21	642	13,050	20	44	17	19	643

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.